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ABSTRACT

Project BABS is a Title VII-funded comprehensive project designed to develop the business and basic skills of limited English proficient students of Chinese/Vietnamese, Greek, Russian, and Hispanic descent. Participating students come from six New York City high schools. Major program activities include career counseling, job internships with business enterprises, curriculum development, a computerized reading program, and parental involvement activities. Student objectives include the development of English syntax skills, English reading achievement, and the development of business skills through internships. This report describes Project BABS, discusses the implementation of both instructional and noninstructional components, and provides numerous tables of data on the performance of participating students from each of the six schools. Problems in meeting program objectives are attributed to its late start and to administrative difficulties. A number of suggestions are provided for improvement. Appended to the report are an implementation plan; an intern evaluation form; copies of the After School/Summer Internship Agreement and a student data card; and curriculum, activities, and resource information sheets. (GC)

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O.E.E. Evaluation Report

March, 1983

Grant Number: G00-810-4752

PROJECT BABS

BILINGUAL ACADEMIC AND BUSINESS SKILLS

1981-1982

Project Director:
Ms. Florence Pu-Folkes

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PROJECT BABS: BILINGUAL ACADEMIC AND BUSINESS SKILLS

Locations:	Benjamin Franklin High School 116th Street & F.D.R. Drive New York, New York Julia Richman High School 317 East 67th Street New York, New York Lower East Side Prep 169 William Street New York, New York Franklin D. Roosevelt High School 5800 20th Avenue Brooklyn, New York John Dewey High School 50 Avenue X Brooklyn, New York Long Island City High School 28-01 41st Avenue Queens, New York
Year of Operation:	1981-1982
Target Languages:	Spanish, Chinese/Vietnamese, Greek, Russian
Number of Participants:	1,100 proposed/577 served
Project Director:	Florence Pu-Folkes

I. PROGRAM DESCRIPTION

OVERVIEW

Project BABS is a Title VII-funded comprehensive project which is designed to develop the business and basic skills of limited English proficient (LEP) students of Chinese/Vietnamese, Greek, Russian, and Hispanic descent from six New York City high schools. Major proposed

program activities include: career counseling, job internships with business enterprises, curriculum development, a computerized reading program, and parental involvement activities. Activities are carried out by centrally located staff members who visit the participating schools on a regular basis, and who coordinate activities with regular staff members in the cooperating schools, as well with businesses and other divisions of the New York City Board of Education which are concerned with vocational and career education.

PROGRAM OBJECTIVES

The program has determined first-year objectives for student participants and for program implementation. They are as follows:

Students:

Development of English syntax skills. Through participation in English as a second language classes, students will demonstrate increased knowledge of English syntax. Students will achieve at least one curricular objective per month of instruction on the Criterion Referenced English Syntax Test (CREST).

Achievement in English reading. Project BABS students enrolled in English-reading classes will demonstrate growth in their knowledge of reading in English.

Program Implementation:

Businesss skills: development of after-school and internship programs. By the end of the 1982-1983 academic year, at least ten to fifteen Project BABS students per school will participate in an after-school

or summer job internship program in which they will apply the skills acquired in secretarial and/or business skills classes.

Curriculum development. By the end of 1982-1983, project staff will develop two curriculum units in business skills education, emphasizing the concurrent development of English-language skills.

By the end of 1982-1983, project staff will develop four curriculum units on career exploration opportunities in Spanish, Chinese, Russian, and Greek.

Staff development. To strengthen the program personnel's competency in counseling, testing, and the methodologies of bilingual education, staff members will complete courses at nearby colleges or universities and participate in staff development activities.

Parental involvement. Parents will be involved in Project BABS by participating in monthly meetings and workshops which will be offered at each site.

Community involvement. At least ten business firms will be recruited as resources in and for career development.

PARTICIPATING SITES AND PROPOSED TARGET POPULATIONS

The sites chosen to participate in the program are listed below in Table 1. The table indicates the number of students served. Differences between the two numbers reflect the influence of various factors. Reductions in the amount of funding at the time of budget negotiations necessitated a reduction in the number of language groups served. Benjamin Franklin was scheduled to be closed at the end of the 1981-1982 year, resulting in low staff morale and only limited program implementation

TABLE 1

Participating Sites and Target Populations

Site	Language(s)	Students Proposed	Number Served
Benjamin Franklin High School 116th Street and FDR Drive Manhattan	Spanish	150	20*
Julia Richman High School 317 East 67th Street Manhattan	Spanish	150	70
Lower East Side Prep 169 William Street Manhattan	Chinese/ Vietnamese	225	154
Franklin Delano Roosevelt High School 5800 20th Avenue Brooklyn	Chinese/ Vietnamese Russian Spanish	80 85 180	100
John Dewey High School 50 Avenue X Brooklyn	Chinese/ Vietnamese	90	57
Long Island City High School 28-01 41st Avenue Queens	Greek	120	176
Total		1,100	577

* School closing: only about 20 students were contacted.

at that school. The particularly positive response to the program at Long Island City High School, on the other hand, resulted in more students being served at that school than were proposed.

All students served were in grades nine to twelve, of low incomes, and have not been previously served by Title VII.

RATIONALE FOR SITE SELECTION

Project BABS has selected six high schools whose target populations contain overrepresentations of LEP students, who have been historically underserved or who have never been served under Title VII, and are in need of special educational services.

Benjamin Franklin and Julia Richman High Schools are located in upper and mid-Manhattan, respectively. They attract linguistic minority students largely from Spanish Harlem. The two schools have developed bilingual education programs for Hispanic students with prior assistance from Title VII, but have numbers of students not previously served under the Act. Some of these are new immigrants, new entrants, and transfers. Others were unserved by Title VII because of staffing limitations. All did not receive services which addressed their needs for developing career awareness or vocational skills.

At Lower East Side Prep and John Dewey High Schools, there has been a steady increase in the number of LEP students of Chinese and Chinese/Vietnamese descent. A large influx of Chinese-speaking Vietnamese students who are low-income and of limited English proficiency continue to enter the school system. They are greatly in need of special assistance,

as they tend to have suffered considerable interruptions in their educational experiences (see the section on student characteristics) and are often considerably overage for their grade as a result.

Lower East Side Prep, like the schools mentioned previously, has developed a bilingual program for Chinese-speaking students under a previous funding cycle, but services for students in the areas of career and vocational education were limited. Vocational education is a priority for these students, because of the special population served by Lower East Side Prep (L.E.S.P.). The school is a unique and alternative high school many of whose students are overaged (more than two years older than the average high school-aged students), mostly drop-outs, and are not able to function in a regular academic high school. This school, located near the Chinatown area, continues to serve students with a bilingual program, but there continues to be a waiting list of eligible students who desire to attend the school and the bilingual program; of the 350 eligible LEP students in the school, only 250 of the most in need could be offered bilingual services.

John Dewey High School has experienced a continuing growth of Chinese/Vietnamese students, an outgrowth of Manhattan's Chinatown filtering into Brooklyn. The school also serves students of Italian, Hebrew, Russian, Yiddish, Greek, and Haitian backgrounds. The school, which never received Title VII funds, now has a need for assistance. The school is unusual in its open individualized Dewey philosophy and modern facility.

Franklin Delano Roosevelt High School, located in Brooklyn, serves LEP students of Hispanic, Russian, and Chinese/Vietnamese backgrounds. The school is committed to educating LEP students and has already established basic skills courses, even with limited resources. Bilingual classes for Hispanic students were established under a previous funding cycle. The target population consists of LEP students who have not been previously served by Title VII assistance in the school. Given the number of LEP students in the school (500, according to the 1981-1982 Consent Decree/Lau Report), the project proposes to serve only a part of the LEP population.

This high school is equipped with facilities in business skills development. Nevertheless, additional assistance was required to hire resource teachers to develop appropriate curricula for LEP students, and bilingual career advisors who speak the language of the students and who understand their culture.

At Long Island City High School, there are about 100 Greek students who are LEP, who are expected to participate in the umbrella project. The school also serves students of Italian, Korean, Vietnamese, Chinese, and Serbo-Croatian backgrounds. The school has not been previously served by Title VII funds, but it has already provided LEP Greek students with a basic skills development program and native language and cultural awareness classes. However, additional assistance is required to provide students with career guidance, English language skills development, and curriculum development.

Table 2 presents selected characteristics of the participating sites in tabular form.

TABLE 2

Characteristics of Participating Sites

School	Schoolwide Characteristics[1]							Language Minority Students[2]				
	Total 10/81 Register	Percent Low Income	Percent Male	Percent Hispanic	Percent Black	Percent White	Percent Asian	Number Hispanic	Number LEP	Other Languages	Number LEP	Services to LEP Students
Benjamin Franklin	1270	64.8	47.2	43.3	56.4	0.3	0.0	430	67		-	Full bilingual program. No LAU.
Julia Richman	3550	39.8	37.0	36.3	55.7	6.1	1.9	1160	111	57: Hindi, Chinese, Italian, Hungarian	5	Hispanics get full bilingual program. LAU get E.S.L.
Lower East Side Prep	512	NA	49.6	18.6	26.2	4.5	50.8	99	0	243 Chinese	144	Chinese get a full bilingual program.
Long Island City	2768	35.7	49.4	21.9	17.0	54.2	6.8	464	94	Greek (385) Italian (240) Korean (35) Vietnamese (38) Chinese (20) Serbo-Croat (15)	101	LEP students get E.S.L. services.
Franklin Delano Roosevelt	3362	32.7	48.8	19.7	16.4	58.4	5.5	689	230	Chinese (100) Italian (126) Russian (133) Haitian Creole (23) Hebrew (19) Serbo-Croat (20)	270	175 Hispanics get full bilingual services; 55 get E.S.L. only. Others: E.S.L. services.

CONTINUED

TABLE 2, Continued

Characteristics of Participating Sites

School	Schoolwide Characteristics[1]							Language Minority Students[2]				
	Total 10/81 Register	Percent Low Income	Percent Male	Percent Hispanic	Percent Black	Percent White	Percent Asian	Number Hispanic	Number LEP	Other Languages	Number LEP	Services to LEP Students
John Dewey	3171	50.5	41.9	13.7	28.6	52.9	4.9	312	41	Chinese (153) Italian (250) Hebrew (50) Yiddish (45) Russian (47) Greek (20) Haitian Creole (20)	22	All LEPs get E.S.L. services

[1]Sources: Annual School Census, October 1981, and 1981-1982 Poverty Components Listing, Office of Student Information Services, Board of Education of the City of New York.

[2]Consent Decree/LAU reports, 10/81

STUDENT CHARACTERISTICS

Students in the six schools served by the project came from a number of countries. Table 3 reveals that 181 program students were born in Spanish-speaking countries, primarily Puerto Rico, Ecuador, and the Dominican Republic. One hundred ninety-six students came from Asian countries, principally from the People's Republic of China. Over 100 students came from the Soviet Union, Greece, and other European countries. Seventy-five students, or 13 percent of the total served, were born in the United States.

Table 4 summarizes information about the language groups served, by school. The table reveals that the numbers of students served range from 18 (at Benjamin Franklin) to 172 (at Franklin D. Roosevelt). Hispanic and Chinese students are represented at five out of six sites served by the project, although most Chinese students were enrolled at Lower East Side Prep. All students served at Benjamin Franklin spoke Spanish, as did the majority of students at Julia Richman. Russian-speaking students were served at Franklin D. Roosevelt, and Greek students were clustered at Long Island City High School.

While some linguistic populations tended to cluster within a school, many schools served complex groups of students. For example, the student population at Long Island City High School was divided between speakers of Spanish and Greek, while those at Franklin D. Roosevelt and John Dewey were more diverse.

Sex

Male and female students were evenly distributed in the program. As can be seen in Table 5, 51 percent of the program students are males, and

TABLE 3

Number of Students by Country of Birth, by School

Country of Birth	Benjamin Franklin	Julia Richman	Lower East Side Prep	F.D.R.	John Dewey	L.I.C.	Total
Puerto Rico	7	30	-	5	4	3	49
Dominican Republic	2	4	-	1	13	5	25
Haiti	-	1	-	5	1	-	7
Cuba	1	-	-	-	-	3	4
Other "Carribean"	-	-	-	1	3	-	4
Guatemala	3	-	-	-	-	-	3
Mexico	-	2	-	-	-	-	2
Uruguay	-	-	-	1	-	-	1
El Salvador	-	2	-	1	-	8	11
Nicaragua	-	1	-	-	-	1	2
Panama	-	1	-	5	1	-	7
Colombia	1	1	-	-	-	15	17
Ecuador	2	4	-	4	3	17	30
Peru	-	2	-	-	1	5	8
Chile	-	7	-	-	-	2	9
Central & South America (country unspecified)	-	-	-	1	-	1	2
Subtotal, Hispanic							181
Italy	-	-	-	1	-	-	1
Spain	-	-	-	1	-	1	2
Portugal	-	1	-	-	-	-	1
Greece	-	-	-	-	-	54	54
U.S.S.R.	-	-	-	42	-	-	42
Other "European"	-	-	-	1	1	4	6
Subtotal, European							106

CONTINUED

TABLE 3, Continued

Number of Students by Country of Birth, By School

Country of Birth	Benjamin Franklin	Julia Richman	Lower East Side Prep	F.D.R.	John Dewey	L.I.C.	Total
Vietnam	-	-	11	6	-	-	17
Korea	-	-	-	-	1	1	2
Cambodia	-	-	3	-	-	-	3
India	-	1	1	1	-	-	3
People's Republic of China	-	-	119	4	4	-	127
Taiwan	-	-	1	-	1	-	2
Hong Kong	-	4	15	7	11	-	37
Other "Asian"	-	-	3	1	1	-	5
Subtotal, Asian							196
Africa	-	-	-	-	-	1	1
Israel	-	-	-	2	-	-	2
Egypt	-	-	-	3	1	-	4
Other "Middle Eastern"	-	-	-	2	-	-	2
U.S.	2	8	-	3	11	51	75
TOTAL	18	69	153	98	57	172	567

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- The largest number of program students were born in Asian Countries. Most of these students attended Lower East Side Prep.
- More students (127) came from the People's Republic of China than any other country.
- Approximately 29 percent of the program students were born in Spanish-speaking countries. This was the second largest group of students served. Most of these students came from Puerto Rico, the Dominican Republic, and Ecuador.
- Hispanic students were served at five out of six Project BABS sites.
- Over 100 students came from Europe and the Soviet Union.
- Seventy five (13 percent) of the students were born in the United States. Most of these students attended Long Island City High School.

TABLE 4

Number and Percentages of Project BABS Students by School and Language

Language	Benjamin Franklin		Julia Richman		Lower East Side Prep		Franklin D. Roosevelt		Long Island City		John Dewey		Total	
	Num.	Percent*	Num.	Percent*	Num.	Percent*	Num.	Percent*	Num.	Percent*	Num.	Percent*	Num.	Percent*
Spanish	18	100*	62	89.8			25	25.0	108	62.8	37	64.9	250	43.9
French			1	1.4			5	5.0					6	1.1
Portuguese			1	1.4									1	0.2
Greek									64	37.1			64	11.2
Russian							43	43.0					43	7.6
Other European							1	1.0			1	1.8	2	0.4
Chinese			4	5.8	146	95.5	14	14.0			17	29.8	181	31.8
Vietnamese							3	3.0					3	0.5
Korean											1	1.8	1	0.2
Other Asian			1	1.4	7	4.5	2	2.0					10	1.8
Hebrew							2	2.0					2	0.4
Arabic							3	3.0			1	1.8	4	0.7
Other Middle East							2	2.0					2	0.4
Total Number	18	100.0	69	99.8	153	100.0	100	100.0	172	99.9	57	100.1	569	100.2*

*Percentages may be slightly greater or less than 100.0 due to rounding error.

- More Hispanic students were served than any other language group; Hispanics were served at five out of six Project BABS sites.
- Chinese-speaking students were the second largest group served. They were enrolled at four out of six BABS schools.
- Most Chinese-speaking students were served at Lower East Side Prep.
- All Greeks served were students at Long Island City High School.
- All Russian-speakers served were enrolled at Franklin D. Roosevelt High School.
- Franklin D. Roosevelt and John Dewey reported serving the most diverse student populations.

the remaining 49 percent females. Long Island City High School is the only setting in which female students outnumber the males. The table also reveals that most program students are in grade 10, while the least number served were in grade 12.

Age and Grade

The majority of program students are in the tenth grade, and Table 6 reveals that most program students are either 15 or 16 years old. Thirty-nine percent of all students in the BABS program are overage for their grade; most of these are in the ninth grade. The percentage of overage students differs, sometimes substantially, from school to school. The breakdown of overage students by grade and school is presented in Table 7. The table indicates that less than six percent of the students in Long Island City High School are overage for their grade, for example, whereas 97 percent of those in Lower East Side Prep are overage. While 94 percent of the program students at Long Island City are between the ages of 14 and 17, 93 percent of the students served at Lower East Side Prep are between 18 and 23. The various percentages of overage students may be attributable to the differing histories of education and immigration of the diverse ethnic and linguistic groups served by the program. These differences, whatever their source, may have implications for program planning and the provision of services to students at these sites.

TABLE 5

Number and Percentages of Students by Sex and Grade in Project BABS Schools

	Benjamin Franklin		Julia Richman		Lower East Side Prep		Franklin D. Roosevelt		John Dewey		Long Island City		Total - Project BABS			
Grade	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total	% of Total
9	-	-	13	7	35	30	6	4	12	6	12	13	78	60	138	24
10	3	5	22	15	23	19	11	8	13	13	39	40	111	100	211	37
11	2	3	3	8	20	17	15	26	3	7	24	31	67	92	159	28
12	4	1	0	1	6	3	18	11	0	2	8	8	36	26	62	11
Total Number	9	9	38	31	84	69	50	49	28	28	83	92	292	278	570	100
Percent by Sex	50	50	57	45	55	45	51	49	50	50	47	53	51	49		

- Fifty-one percent of the students are males and forty-nine percent are females.
- Females outnumber males only in Long Island City High School.
- Most (37 percent) of the program students are in grade 10.
- Females outnumber males only in grade 11.

TABLE 6

Number of Project BABS Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	4	0	1	0	5
14	36	7	0	0	43
15	17	83	13	0	113
16	18	54	48	11	131
17	3	16	38	23	80
18	11	13	20	10	54
19	17	5	16	10	48
20	13	14	9	1	37
21	13	15	11	2	41
22	3	2	3	5	13
23	1	0	1	0	2
Total	136	209	160	62	567
Overage Students					
Number	79	65	60	18	222
Percent	58.1	31.1	37.5	29.0	39.2

Note: Shaded boxes indicate expected age range.

- Thirty-nine percent of the Project BABS students are overage for their grade.
- The highest percentage of overage students occurs in grade 9 (58.1 percent).
- Most program students are 15 or 16 years old.

TABLE 7

Number of Overage Students by Grade and School

School		Grade 9	Grade 10	Grade 11	Grade 12	Total
Benjamin Franklin	Total Number of Students	-	8	6	5	19
	Number Overage	-	3	2	1	6
	Percent Overage	-	37.5	33.3	20.0	31.5
Julia Richman	Total Number of Students	19	37	11	1	68
	Number Overage	10	11	2	-	23
	Percent Overage	52.6	29.7	18.1	-	33.8
Lower East Side Prep	Total Number of Students	64	42	37	9	152
	Number Overage	63	40	36	9	148
	Percent Overage	98.4	95.2	97.3	100.0	97.4
Franklin D. Roosevelt	Total Number of Students	11	18	41	29	99
	Number Overage	2	4	11	6	23
	Percent Overage	18.1	22.2	26.8	20.6	23.2
John Dewey	Total Number of Students	18	25	10	2	55
	Number Overage	4	5	2	1	12
	Percent Overage	22.0	20.0	20.0	50.0	22.0
Long Island City	Total Number of Students	24	79	55	16	174
	Number Overage	-	2	7	1	10
	Percent Overage	-	2.5	12.7	6.2	5.7

- The percentage of overage students in Project BABS ranges from 5.7 percent at Long Island City to 97.4 percent at Lower East Side Prep.
- The percentages of overage students were quite similar at Benjamin Franklin (31.5 percent) and Julia Richman (33.8 percent) High Schools and at Franklin D. Roosevelt (23.2 percent) and John Dewey (22.0 percent) High Schools.
- At Benjamin Franklin and Julia Richman, the percentage of overage students decreases as grade increases. This suggests that the potential for "dropping out" at these schools may be greater, since the overage students are concentrated in the lower grades.

II. PROGRAM IMPLEMENTATION

As 1981-1982 was the first year of funding, a good deal of time and energy was taken up in implementing the program -- identifying and hiring staff, coordinating activities with other offices and agencies concerned with vocational and career education programs, and beginning the delivery of services to participating schools.

IMPLICATIONS OF FUNDING LIMITATIONS FOR PROGRAM IMPLEMENTATION

Originally proposed were 19 central and site-based staff members -- four career advisors/site liaisons, two family counselors, six educational assistants, consultants, and per-session teachers to work on-site. Proposed central staff members included a project director, field coordinator, teacher trainer, job developer, curriculum specialist, parent trainer, and bilingual secretary.

Consultants were proposed to develop curricula and provide after-school workshops in E.S.L., citizenship, and business skills to parents of students in the target population.

The final budget as negotiated, however, was too small to permit such staffing. Therefore, the scope of the project was revised and simplified to reflect the available resources.

Rather than structuring a program requiring on-site staff, the project director proposed a program in which the job developer or resource teacher would come once a week to each site, to offer counseling and bring speakers. Teachers would develop materials on an hourly basis. The program would be coordinated with and through already existing E.S.L. and career classes, where available. As a rule, the

participating schools were cooperative. Four of them had been served under a previous Title VII umbrella program, and were consulted during the development of the proposal.

The revised budget required formal approval by the funding source; hiring finally proceeded in February, 1982.

STAFFING

The staff positions funded by Title VII included the project director, three resource teachers, a job developer, and a secretary. Implementation of the program was hampered by problems encountered in identifying and hiring staff, a process encumbered primarily by administrative procedures. Because of delays in the processing of budgets and obtaining permission to hire staff, some potential staff members accepted other positions. Others were not identified and processed until the spring of 1982. Yet another was not approved by the Office of Personnel, as his services were demanded in the classrooms of another school. As a result of the delays, the implementation of the program was conducted by teachers and consultants on an hourly or per diem basis until permanent staff members were hired.

The responsibilities of the staff positions and qualifications of staff members are presented below.

Project director - The project director is responsible for the administration of the program, for hiring staff, budget management, coordination with school principals and assistant principals, supervision and training of field staff (the job developer and resource teachers), curriculum development and parental involvement activities. The project director assumed the position in the fall of 1981.

Job developer - The responsibilities of this position include establishing and sustaining contacts between the project, business agencies, and participating schools. This person develops and plans workshops for students and teachers, to be conducted by business representatives and community resource persons. It is the responsibility of the job developer to organize job internships for students, contacting and coordinating with businesses and school counselors. The responsibilities of this staff member also include preparing updates on business and labor developments, and compiling data on students and participating agencies for evaluation purposes. (In fact, she also performed the functions of a resource teacher, visiting schools, giving presentations, and counseling students.)

The person selected as job developer was hired on a per diem basis in mid-February, 1982. Prior to that time, a bilingual staff member at one of the participating sites acted as job developer on an hourly basis.

Resource teacher - These individuals have responsibilities not only to develop and disseminate materials in the students' native languages, but to make presentations to groups of students, and to offer career counseling to students on a small group or individual basis. They coordinate their activities with the assistant principals (for foreign languages or cooperative education, as the case may be) at the participating sites. The schools are visited by the resource teachers and the job developer on a weekly basis.

One of the resource teachers was hired in mid-March on a per diem basis. One individual was interviewed and selected for this position in February, 1982, but was reassigned by the Division of Personnel of the Board of Education to teach in a high school. An additional person was then

identified late in the spring of 1982, and he worked for the program on an hourly basis during the remainder of the 1981-1982 year. Finally, a third resource teacher position was filled, but the person selected was assigned other responsibilities within the Board of Education.

As a result of the difficulties encountered in identifying and hiring staff, the project had the services of only two resource teachers after March, 1982 -- one full-time and one on an hourly basis.

Secretary - The secretary performs the normal office functions, including typing, receiving and transmitting information, and record keeping. She also assumes routine administrative responsibilities delegated by the project director. She was hired in the fall of 1981.

To supplement the services of the abovementioned staff members, consultants and per session teachers were hired to help in the implementation of the program, to develop relevant materials, and to provide after-school classes.

The backgrounds and qualifications of program staff members are summarized in Table 8.

ARTICULATION

As contacts with the business community are now coordinated centrally within the New York City Board of Education, the project director contacted various persons and offices within the Board both to receive technical assistance and for permission to contact corporations about summer jobs and after-school internships.

TABLE 8

Characteristics of Title VII Staff Members

Position	Date Appointed	Degree(s)	Licenses/ Certification	Years of Experience Biligual	Years of Experience Total*
Project Director	9/81	B.A., Education M.S., Ed. Adm. M.A., Education Prof. Dip., Education Ph.D. Candidate Int'l. Ed.	N.Y.S. Pre-K.-6, music N.Y.S. School Adm. and Sup. N.Y.S. School District Adm. E.S.L.-Elem. and Secondary	8 Bilingual 2 E.S.L.	14
Resource Specialist	3/82	B.Sc., Education M.A., Education	Per diem C.B.	1 Bilingual	22 (21 in Hong Kong)
Job Developer	2/82	B.A. Secondary Ed. M.A. Spanish Lit.	J.H.S. Spanish	3 Bilingual	3
Job Developer (hourly)	4/82	B.A. Sociology, Bus. Adm. M.A.-Sociology and Economics M.S.-Psychological Counseling Professional Diploma in Personnel Adm. and Educational Leadership Ph.D. Candidate	N.Y.S. Certification in Counseling, Ed. Adm., Secondary and Post-Secondary Career Education	11 Bilingual	12

*includes current year and bilingual experience.

Articulation with Central Offices

In March, 1982, the project director contacted the assistant deputy chancellor for internships and cooperative instruction to discuss the job development process and obtain permission to contact corporations. In May, 1982, the project director met with her, the deputy administrator of the Bureau of Educational and Vocational Guidance (B.E.V.G.), and the deputy executive director for instruction from the Division of High Schools. In the meeting, the project director explained the objectives of the program, and was offered technical assistance.

Meetings were also held with representatives of the offices responsible for E.S.L. and bilingual projects within the Division of High Schools. In May, 1982, the project director met with the director of cooperative education in New York City public schools to learn more how the programs operate, to offer the program's resources to them in return.

Although some preliminary contacts were made with businesses beforehand, permission was granted by the assistant deputy chancellor in mid-July, 1982, to move ahead and create job internships for participating students. (Because of this and the need to resolve technical matters such as insurance for students on the job, only three students from the summer school program were placed as interns at Port Authority offices and Elmhurst General Hospital from mid-July to the end of August, 1982.)

Articulation with Participating Schools

Several of the schools were contacted by the project director during 1980-1981 while the proposal was being written, and participated in its development. These schools were Franklin Delano Roosevelt, Benjamin Franklin, and Julia Richman. During the 1981-1982 year, principals, assistant

principals, and/or other staff members were contacted in each participating site by Project BABS staff. While John Dewey was contacted in the fall term, the other schools were approached in the spring. All principals were contacted initially to introduce the program. Generally, however, the BABS contact person was an assistant principal or career or bilingual coordinator who was, in turn, responsible for facilitating the implementation of the program in the school. This included arranging for BABS personnel to enter classes or meet with students, setting up meetings, providing space to hold activities, and providing passes for students to meet with the project staff. The project staff members reported that support and cooperation from the schools were amply provided.

Participating school staff members met on an ongoing basis with the Project BABS job developer or resource teacher once contact had been developed between the project and the school. The project director continued to speak with principals and assistant principals on an as-needed basis during the spring term.

The date of initial and subsequent contacts, as well as the individuals contacted, appear in summary form in Appendix A.

JOB DEVELOPMENT

During the spring of 1982, the following businesses/agencies were contacted about internships: Goya, Manpower, Chemical Bank, Chinatown Planning Council, Port Authority, American Management Assoc., Toyota Co., Honeywell Co., and the United Nations. Discussions were held on how the internship program would be structured, businesses' requirements for interns (some skills, intermediate English ability, plus a regular monitoring system). Lists of interested students were gathered from the participating

schools, but placement could not be made pending central approval. Twenty-four students from Long Island City High School, for example, expressed interest in the program. During the same time, a sample intern evaluation form and an after-school/summer internship agreement were developed (see Appendix B) which would be acceptable to both participating schools and businesses.

As of June 1982, however, approval had not been received for the program to implement an internship program. As a result, regular day school students were not placed in jobs during the spring or summer. Nevertheless, efforts continued to get approval and to implement an internship program during the summer of 1982.

Activities in Schools

The job developer and resource teacher were assigned three schools each. In each school visited, the project BABS representative met with the responsible assistant principal or other staff person, and gave group presentations. In addition to the presentations, each met with students in small groups and singly.

Presentations were made in a variety of classroom contexts, depending on course offerings and student schedules. For example, presentations were made in all E.S.L. classes at Dewey and Lower East Side Prep, and in advanced classes at Franklin Delano Roosevelt. At Julia Richman, E.S.L. and native language classes were visited, while students at Long Island City were seen in both native language classes and during homeroom period. Finally, bilingual content-area and E.S.L. classes were visited at Benjamin Franklin.

The whole class presentations included an introduction to the program, and a film on careers. In four schools (Lower East Side Prep, Long Island City, Julia Richman, and Franklin Delano Roosevelt) these sessions also included the administration of an interest inventory to clarify students' interest and choices. The inventory in use is currently an informal one, although commercially-developed ones are being considered.

Following the presentation or film, the staff member met with students in small groups and individually. Meetings were held in any space made available by the school, such as resource center, or the assistant principal's office. The project BABS staff offered individual and small group job and career counseling to students at all sites, using Metroguide, the Job Seeker, and other sources in addition to the results of the interest inventory.

As summarized in Appendix A, the services offered to students differ from site to site. At Lower East Side Prep, students benefit from the activities of a career coordinator/counselor who seeks jobs for them. The school also has a cooperative education program and after-school courses in occupational skills. At Julia Richman, a Title IV-C career education program is in place. Franklin Delano Roosevelt has a cooperative education program, an after-school TOLLEPS (Teaching of Occupation and Language for Limited English Proficient Students) program, and career units in E.S.L. classes. Mainstream business courses are offered at Long Island City and Ben Franklin, and students at the latter may receive career counseling (in English) through the school's business institute. Prior to the inception of Project BABS, however, bilingual

students tended not to participate in these activities because of language difficulties and scheduling conflicts.

To whatever degree possible, Project BABS activities were adapted to existing services in each school. For example, as Roosevelt already had a career unit in E.S.L. classes, the BABS staff moved quickly into individual needs assessment, counseling, and discussion.

The counseling was reported by school and program staff to have been well received. Project BABS staff members reported that non-program students of similar language backgrounds as program personnel often came asking for counseling. For many, it appeared that job/career-oriented counseling in the native language addressed a real area of need.

The two staff members in the field kept a log and field reports on their activities, including student characteristics, referrals, and skills. As of May 1982, systems for collecting and recording student achievement data were not in place, although student data cards were developed to record student attendance rates, job placements, and programs (see Appendix C).

Computerized reading program. A commercially-developed computerized reading program (HOH Basic Reading) had been purchased and was to be offered on a pilot basis to schools desiring it. In an interview, the BABS staff indicated that materials had arrived late, and approval to buy the computer had also come late. As a result, the program had not been implemented in schools. Anticipated as a supplement to existing reading programs, the project director planned to disseminate

materials to participating schools, and have students use the computer centrally.

At a year-end meeting of participating school and project staff in June, there was considerable discussion on how the program might be integrated into existing services, and its relationship to the curricular objectives of E.S.L. To maximize the utility of the program, it was felt that coordination with participating schools should begin early in the school year.

Summer classes. An hourly teacher had been identified to teach summer courses for students in typing and computer operation. The classes were to be given at Seward Park High School, and students from Lower East Side Prep and other sites would be able to attend.

OTHER PROGRAM COMPONENTS

The program proposed to implement staff development and curriculum development activities, as well as activities to encourage parental involvement. These are discussed below.

Staff Development

Because the central staff members had backgrounds outside career and vocational education, workshops were organized during the spring of 1982 to strengthen their preparation in the field. The program paid consultants at New York University School of Continuing Education to train staff members in career counseling and the use and interpretation of the self-assessment materials. The Office of Career Education (O.C.E.) at the New York City Board of Education offered

workshops as well, and speakers came from Brooklyn Technical College. These focused on career exploration, career and vocational counseling.

One staff member attended a 15-week in-service training course offered through O.C.E. at Seward Park High School. Another visited the Bronx Career Center to observe materials and activities, and plans were made for BABS and Bronx Career Center personnel to work together to provide additional services to students.

Finally, BABS staff members also attended career education conferences at the Bilingual Education Service Center at Hunter College, and worked with Metroguide, a job orientation system for students.

Curriculum Development

Curriculum development was primarily performed by consultants on a per diem or hourly basis. A consultant was hired to review materials in Spanish for American History I and II and Biology. A parents' manual in Spanish and a handbook on career education were developed by a teacher working on an hourly basis, for translation into Greek, Chinese, Russian, and Spanish. Teachers and consultants were hired on a per-session basis to translate the handbook during the summer of 1982. Project staff also sought, collected, and distributed relevant career choice materials available from other sources. A curriculum outline was developed for a career development course, as was a list of topics and activities (see Appendix D). Books were bought and circulated to schools (see Appendix E).

Parental Involvement

This component of the program was not fully implemented in 1981-1982. At Long Island City High School and Lower East Side Prep, Project BABS representatives were, nevertheless, able to make presentations and disseminate information about the program to a citywide meeting of Greek and Hispanic parents. The information was enthusiastically received, according to reports by both school and project personnel. Due to the late implementation of the program, and the difficulty in having high school parents participate in school conferences, parental involvement was minimal.

SCHOOL AND STAFF RESPONSES

Both school and project personnel interviewed expressed frustration with the late start of the program and the hurdles experienced in coordinating activities with central agencies. Almost all of those interviewed, however, (these included all project staff and contact persons at schools) expressed enthusiasm about the project and the feeling that it was addressing pressing student needs.

Project staff members felt that the greatest need LEP students seemed to have was for bilingual counseling, exemplified by the fact that students sought them out to talk. Students exhibited an eagerness to learn, and requested services more often. Many had had little college or career orientation, and didn't know how to apply for college or a job. Many, the staff members observed, didn't know what was involved in a career choice: they had high, unrealistic hopes, and profited from being able to clarify their desires and needs. In these

ways, the program seemed to be offering positive experiences for students.

Participating assistant principals and others at schools generally expressed satisfaction at those services offered by the program, even though brief. They mentioned that BABS staff members were very cooperative, trying to locate appropriate materials not only for the project but wherever a need was felt (for native language materials, for example). The enthusiastic response of students was noted as well.

It appeared that some school staff members not directly involved with the project did not initially know much about its scope or objectives. This became apparent when the project sought to collect data on student achievement in E.S.L. One E.S.L. coordinator felt she had not been sufficiently informed as to the fact that data would be needed (although the actual data collection from student records was done by program staff). It would appear that further dissemination of the program would be helpful in at least one of the participating schools (see Recommendations).

III. FINDINGS

This summary derives from the program's instructional and non-instructional objectives, as stated on pages two and three.

INSTRUCTIONAL OBJECTIVES

The project proposed to develop students' English syntax skills (E.S.L. students) or English reading ability (non-E.S.L. students).

Development of English Syntax Skills

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST) which tests mastery of specific syntactic skills at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items for each objective. An item consists of a sentence frame for which the student must supply a word or phrase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the average number of objectives mastered and mastered per month by test level as well as students' grade level. The data for each school are presented in Tables 9, 10, 11, 12, 13. Summaries of the CREST data for each school are presented after the tables. No CREST data were available for Benjamin Franklin High School.

Achievement in English Reading

All program students were enrolled in E.S.L. classes and therefore they were tested with the CREST, above. A standardized test of English reading ability would not have been appropriate for E.S.L. students.

TABLE 9

Performance of Students Tested at John Dewey High School
on the Criterion Referenced English Syntax Test

(CREST): Average Number of Objectives Mastered by Grade and Test Level

(E.S.L. Title I Limited English Proficiency Students, Spring Semester)

		LEVEL II					LEVEL III					TOTALS		
			Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered	
Grade	Average Months of Treatment	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Gain	Gain/ Month
9	2.6						12	9.0	12.0	3.0	1.1	12	3.0	1.1
10	2.5	4	10.5	16.5	6.0	2.4	10	10.8	13.4	2.6	0.9	14	3.5	1.4
11	2.6	2	13.5	19.0	5.5	2.1	5	9.2	12.6	3.4	1.3	7	4.0	1.5
12														
Total	2.6	6	11.5	17.3	5.8	2.3	27	9.7	12.6	2.9	1.1	33	3.4	1.3

Note: number of objectives for each level: Level I (25), Level II (25), Level III (15).

- On the average, students mastered 1.3 objectives per month. Students at all grades and levels met the criterion of one objective per month set as the program objective.
- The highest gains are related to lower pre-test scores and vice-versa.
- Level II and III students both achieved curricular objectives at a high rate.

TABLE 10

Performance of Students Tested at Franklin D. Roosevelt High School on the Criterion Referenced English Syntax Test

(CREST): Average Number of Objectives Mastered by Grade and Test Level

(E.S.L. Title I Limited English Proficiency Students, Spring Semester)

		LEVEL III				
Grade	Average Months of Treatment	N	Average Number of Objectives Mastered Pre	Post	Gain	Gain/ Month
9	3.3	10	10.4	12.5	2.1	0.6
10	3.2	17	11.2	12.1	0.9	0.3
11	3.4	37	10.2	12.8	2.5	0.7
12	3.2	28	11.5	13.4	1.9	0.6
Total	3.3	92	10.8	12.8	2.0	0.6

Note: number of objectives for each level: Level I (25), Level II (25), Level III (15).

- All data were reported for students at Level III only.
- Level III students failed to meet the criterion of 1.0 objective gained per month of instruction set as the program objective. It should be noted, however, that pre-test scores were high and, therefore, the potential to show gains on the test was reduced.

TABLE 11

Performance of Students Tested at Lower East Side Prep
on the Criterion Referenced English Syntax Test

(CREST): Average Number of Objectives Mastered by Grade and Test Level

(E.S.L. Title I Chinese-Speaking Students, Spring Semester)

		LEVEL I					LEVEL II					LEVEL III					TOTALS		
Grade	Average Months of Treatment	N	Average Number of Objectives Mastered Pre	Post	Gain	Gain/ Month	N	Average Number of Objectives Mastered Pre	Post	Gain	Gain/ Month	N	Average Number of Objectives Mastered Pre	Post	Gain	Gain/ Month	N	Average Number of Objectives Mastered Gain	Gain/ Month
9	2.3	39	11.9	18.7	6.8	3.2	7	11.1	20.4	9.2	3.8	10	11.1	13.4	2.3	0.9	56	6.3	2.8
10	2.4	11	14.3	21.1	6.8	2.9	7	14.5	21.4	6.8	2.8	12	9.6	13.3	3.6	1.5	30	5.5	2.3
11	2.3	2	22.5	24.0	1.5	0.6	13	10.5	20.6	10.1	4.1	14	11.9	12.5	0.6	0.2	29	4.9	2.0
12	2.3											2	11.0	11.5	0.5	0.2	2	0.5	0.2
Total	2.3	52	12.8	19.5	6.6	3.0	27	11.7	20.8	9.0	3.7	38	10.9	12.9	2.0	0.8	117	5.7	2.5

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*In general, students mastered at least one objective per month of instruction at all levels, except Level III. The latter failed to meed the criterion of one objective gained per month of instruction.

*Students on Levels I and II mastered an average of 3.0 and 3.7 objectives per month of instruction, respectively. This was substantially above the criterion level set for E.S.L. students in Title I programs (an average of one objective per month).

*This high rate of growth was not demonstrated on Level III of the CREST, suggesting that the objectives may be of greater difficulty than those of Levels I and II.

TABLE 12

Performance of Students Tested at Julia Richman High School
on the Criterion Referenced English Syntax Test

(CREST): Average Number of Objectives Mastered by Grade and Test Level

(E.S.L. Title I Limited English Proficiency Students, Spring Semester)

		LEVEL I					LEVEL II					LEVEL III					TOTALS		
			Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered	
Grade	Average Months of Treatment	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Gain	Gain/ Month
9	3.0	6	6.3	12.5	6.1	2.0	5	15.0	19.6	4.6	1.4	1	10.0	12.0	2.0	0.6	12	5.1	1.6
10	3.0	9	7.8	13.6	5.7	1.9	10	12.5	16.8	4.3	1.3	8	10.5	12.7	2.2	0.7	27	4.1	1.3
11	2.9	2	16.5	22.0	5.5	1.8	2	18.5	12.0	-6.5	-3.0	5	8.0	7.8	-0.2	0.0	9	-0.3	-0.2
12	3.2						1	2.0	5.0	3.0	0.9						1	3	0.9
Total	3.0	17	8.3	14.2	5.8	1.9	18	13.2	16.3	3.1	0.8	14	9.5	10.9	1.3	0.4	49	3.5	1.1

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

·In general, students mastered one objective per month of instruction. This met the criterion of one objective per month set as the program objective.

·Levels II and III failed to meet the criterion of one objective per month. The loss of three objectives per month for grade 11 Level II students depresses the totals and accounts for the failure of Level II students to meet the criterion for success.

TABLE 13

Performance of Students Tested at Long Island City High School on the Criterion Referenced English Syntax Test

(CREST): Average Number of Objectives Mastered by Grade and Test Level

(E.S.L. Title I Greek- and Spanish-speaking Students, Spring Semester)

		LEVEL I					LEVEL II					TOTALS		
			Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered	
Grade	Average Months of Treatment	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Gain	Gain/ Month
9	3.2	2	7.0	22.5	15.5	4.9						2	15.5	4.9
10	3.0	7	11.9	15.4	3.6	1.1	9	12.4	18.3	5.9	2.1	16	4.9	1.7
11	3.0	5	12.8	20.4	7.6	2.4	6	16.3	21.3	5.0	1.7	11	6.2	2.0
12														
Total	3.0	14	11.5	18.2	6.7	2.1	15	14.0	19.5	5.5	1.9	29	6.1	2.0

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

·In general, students mastered two objectives per month of instruction. All grades and levels met and substantially exceeded the criterion of one objective mastered per month of instruction set as the program objective.

TABLE 14

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School: John Dewey

Grade	N	Mean Percentage	Standard Deviation
9	18	87.3	13.9
10	23	87.8	13.7
11	9	90.4	5.2
12	2	85.6	6.7
Total	52	88.0	12.3

Average School-Wide Attendance Percentage: 84.9

Percentage Difference		
3.1	Z = 0.82	P = NS

•The average rate of attendance for program students at Dewey (88 percent) is 3.1 percentage points higher than the average school-wide rate of attendance (84.9 percent). This difference was not found to be statistically significant.

TABLE 15

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School: Franklin D. Roosevelt

Grade	N	Mean Percentage	Standard Deviation
9	10	92.6	8.1
10	18	89.8	12.4
11	40	93.3	10.9
12	28	91.3	12.4
Total	96	92.0	11.3

Average School-Wide Attendance Percentage: 75.6

Percentage Difference		
16.4	Z = 1.67	P = .047

•The average rate of attendance for program students (92 percent) was 16.4 percentage points higher than the average school-wide rate of attendance (75.6 percent). This difference was found to be statistically significant at the .047 level of significance.

TABLE 16

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School: Lower East Side Prep

Grade	N	Mean Percentage	Standard Deviation
9	61	96.4	9.7
10	35	98.0	3.6
11	35	98.9	3.3
12	7	99.7	0.7
Total	138	97.6	7.0

Average School-Wide Attendance Percentage: 59.1*

Percentage Difference		
38.5	Z = 9.2	P = .001

*Source: School profiles 1980-1981, New York City Public Schools, 1982. This figure is not contaminated by the attendance figures of program students.

•The average rate of attendance for program students (97.6 percent) was 38.5 percentage points higher than the average school-wide rate of attendance (59.1 percent). This difference was found to be statistically significant at the .001 level of significance.

TABLE 17

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School: Julia Richman

Grade	N	Mean Percentage	Standard Deviation
9	18	91.4	12.3
10	37	88.4	12.1
11	11	89.9	9.6
12	1	98.9	0.0
Total	67	89.6	11.7

Average School-Wide Attendance Percentage: 70.0

Percentage Difference		
19.6	Z = 3.09	P = .001

•The average rate of attendance for program students (89.6 percent) was 19.6 percentage points higher than the average school-wide rate of attendance (70.0 percent). This difference was found to be statistically significant at the .001 level of significance.

TABLE 18

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School: Long Island City

Grade	N	Mean Percentage	Standard Deviation
9	25	96.3	3.7
10	80	92.4	8.9
11	55	94.3	5.2
12	16	94.1	6.0
Total	176	93.7	7.1

Average School-Wide Attendance Percentage: 83.4

Percentage Difference		
10.3	Z = 2.73	P = .003

*The average rate of attendance for program students (93.7 percent) was 10.3 percentage points higher than the average school-wide rate of attendance (83.4 percent). This difference was found to be statistically significant at the .003 level of significance.

TABLE 19

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School: Benjamin Franklin

Grade	N	Mean Percentage	Standard Deviation
9	-	-	-
10	8	85.9	12.9
11	6	79.5	19.3
12	5	83.1	5.9
Total	19	83.1	13.5

Average School-Wide Attendance Percentage: 55.42

Percentage Difference		
27.68	Z = 1.99	P = .023

•The average rate of attendance for program students (83.1 percent) was 27.6 percentage points higher than the average school-wide rate of attendance (55.42 percent). This difference was found to be statistically significant at the .023 level of significance.

SUMMARY OF STUDENT ACHIEVEMENT OUTCOMES

Student achievement in English as a second language is summarized by school, below:

John Dewey High School. As a group, students mastered 1.3 objectives on the CREST in the spring. The results exceeded the program objective of 1.0 objectives per month at all levels of the CREST which were reported.

Franklin D. Roosevelt High School. Data were reported for students at Level III in the spring semester. In general, these students mastered 0.6 objectives per month of instruction. The results fail to meet the gain of 1.0 objectives per month set as the program objective. However, students' pre-test scores were relatively high and, therefore, it was impossible to reach the objective proposed at some grade levels.

Lower East Side Prep. The average number of objectives mastered per month in the spring was 2.5, which exceeds the program objective. Performance of students at Levels I and II was triple the program objective while the performance of students at Level III fell short. This lower performance might have been due in part to the relatively high pre-test scores at Level III, coupled with the small number of objectives tested at that level.

Julia Richman High School. Overall, students in the spring semester mastered an average of 1.1 objectives per month. This figure slightly exceeds the stated program objective. Students at Level I mastered an average of 1.9 objectives per month; however, students at Levels II and III did not meet the program objective.

Long Island City High School. In the spring semester, students were tested at Level I and Level II. Across both levels, the average number of objectives mastered per month is 2.0, which exceeds the program objective. Performance at Level I (2.1 objectives mastered per month) and Level II (1.9 objectives mastered per month) each surpassed the stated program objective.

Benjamin Franklin High School. No CREST data were available.

Attendance

With the exception of John Dewey High School, attendance rates for program students were significantly greater than average school-wide attendance rates (see Tables 14, 15, 16, 17, 18, 19). The attendance rates of program students ranged from a low of 83.1 percent at Benjamin Franklin to a high of 97.6 percent at Lower East Side Prep. School-wide attendance rates ranged from Benjamin Franklin's 55.4 percent to John Dewey's 84.9 percent.

NON-INSTRUCTIONAL OBJECTIVES

These included objectives for the development of after-school and internship programs, curriculum development, staff development, and parental and community involvement. The outcomes in these areas are summarized below:

Development of After-School and Internship Programs

Although it was proposed that at least ten Project BABS students would participate, the late start of the project and the late receipt of permission to create such jobs prevented students from being placed. Many students expressed interest (24 at one site alone), and

many positive business contacts were made (see Community Involvement, below) in anticipation of the full implementation of this component of the program.

Curriculum Development

The program proposed to develop two units in business skills education, and four curriculum units on career exploration in Spanish, Chinese, Russian, and Greek. Because of staffing limitations, curriculum development efforts differed somewhat from those proposed. Hourly personnel reviewed curriculum materials in Spanish for American History and biology. Project staff developed a parents' manual and a handbook for students on career education. This was translated into four languages by fall 1982. Outlines for curricula in career development were created by project staff during the summer of 1982. As a result, the project was moving toward meeting its objectives.

Staff Development

Generally, this objective was met as proposed: while only one staff member could enroll in a college course, others received training from college and other professional staff in workshops offered for them. They also participated in other training activities.

Parental Involvement

Parent meetings or workshops were to be held on a monthly basis at each site. This could not be implemented, given the program's late start and its focus on services to students. Only at two sites were parents given presentations on Project BABS via city-wide parents' conferences.

Community Involvement

The project proposed that at least ten businesses or agencies would be recruited to serve as resources for job development. This objective was surpassed: 16 had been recruited by September 1982 (the list appears as Appendix F).

IV. CONCLUSIONS AND RECOMMENDATIONS

The evaluator conducted interviews with Project BABS staff and contact persons at all six participating schools, and participated in two meetings of school and project personnel. Because of the late implementation of the program, it was not possible to observe program activities or to interview students. On the basis of the information obtained, a number of conclusions may be offered about Project BABS at the end of its first year of funding.

STRENGTHS

Perhaps the program's greatest strength is the notable commitment and energy demonstrated by the staff, which has, in a short time, made considerable efforts to implement the program as proposed. In a brief period, the project staff members have established cooperative relationships with personnel in the participating schools, making efforts to integrate program activities with ongoing services in the schools. New materials and program activities appear to have been well received, and considerable interest has been generated among students. At one site, lively parental interest was created when the project staff made a presentation at a citywide Greek parents' meeting, suggesting that similar interest might be generated among other groups of parents. The enthusiastic responses of students, both to the counseling and internship programs, is an indicator of the program's success.

In turn, the participating schools have been supportive of the program since its inception, and have facilitated its implementation.

WEAKNESSES

The program's principal difficulties stem from its late start (most sites weren't contacted until late in the spring term of 1982) and the problems encountered in staffing. Because one field staff member was not assigned to serve the program directly, the project was left short-handed at a critical time. The slow response time of central administrative offices in coordinating with Project BABS also tended to impede program implementation. Clearly, more "lead time" was needed.

More communication seemed to be needed to inform the varying departments within participating schools of the project. One E.S.L. coordinator was unaware that E.S.L. data were to be reported for Project BABS students.

Project staff members also noted as problems the fact that parents generally were not informed about the program, that more time with students was needed, as was more "set-up" space in which to work.

Most of the problems observed, it should be noted, stemmed from the late start-up date of the program rather than a lack of efforts by program or school staff.

RECOMMENDATIONS

In light of the above discussion, it is recommended that:

1) the program be staffed as funded, in a timely fashion;

2) the program strive to continue to visit each school on at least a weekly basis, to maximize the opportunity for each student to benefit;

3) the program begin to work jointly with participating schools early in the school year;

4) it should plan early in the year the use of its computer, materials, and hourly/per-session classes in collaboration with the schools to make maximum use of resources;

5) program staff, with assistance from the contact persons in the school, should meet with other potentially concerned departments within the schools to explain the program, its services, and needs for data; and

6) the program should seek to implement the parental involvement component as proposed, seeking creative means for reaching parents and disseminating information to them. The one example of successful contact with parents is suggestive of the potential in this area.

V. APPENDICES

APPENDIX A

Implementation of Project BABS in Six Participating Schools

High School	Persons Contacted	When Contacted	How Often did BABS Staff come?	Who coord's the Program at school?	How many students?	How selected?	What activities were conducted by BABS staff?	What other services do LEP students get?	Materials used	Parents Contacted
Benjamin Franklin	A.P.; bilingual coordinator	worked on proposal; contacted 6/82	every other week	Bilingual program coordinator	about 20	students in bilingual program classes	1) orientation workshop 2) individual counseling in program office 3) took names for internship	E.S.L.; bilingual classes	books, worksheets	No
Julia Richman	A.P. for foreign languages	consulted on proposal; contacted 12/81	weekly in May and June - sometimes twice a week	A.P. for foreign languages	about 80	E.S.L. students at every level	1) classroom presentations 2) interviewed students 3) career inventory 4) gave out literature and questionnaires 5) small group and individual career counseling	Bilingual classes; E.S.L.; Title I counseling; Title IV-C career education program	films, questionnaires	No
Lower East Side Prep	Principal; counselor/ career coordinator	5/82	every Thursday (weekly)	Career Coordinator	150	all E.S.L. classes	1) Classroom presentations (film, etc.) 2) interest inventory 3) small group counseling and discussion 4) individual counseling	E.S.L., bilingual classes; co-op ed. program; after-school business courses funded by TOLLEPS	same as above	No
Franklin Delano Roosevelt	A.P. for foreign languages, E.S.L. and bilingual education	consulted about proposal; contacted in spring 1982	2-3 times weekly	A.P. for foreign languages, E.S.L. and bilingual education	100	all advanced E.S.L.	1) classroom presentations (films, workshops) 2) individual counseling 3) interest inventory 4) took names for summer jobs	bilingual and E.S.L. classes; co-op ed. program in school; after-school TOLLEPS program; career units in E.S.L. classes	books, film, job applications	No

CONTINUED

APPENDIX A, Continued

Implementation of Project BABS in Six Participating Schools

High School	Persons Contacted	When Contacted	How Often did BABS Staff come?	Who coord's the Program at school?	How many students?	How selected?	What activities were conducted by BABS staff?	What other services do LEP students get?	Materials used	Parents Contacted
John Dewey	Principal; A.P.	11/81; started later	weekly for 3 months	guidance A.P.	60	all E.S.L. classes	1) classroom orientation (film, etc.) 2) questionnaires on business experiences 3) met with about 12 students individually in the resource center	E.S.L., Spanish for native speakers	film, questionnaires	No
Long Island City	A.P. for foreign languages and E.S.L.	5/82	several times a week	the A.P.	native language classes (Spanish or or Greek); in homeroom periods		1) Polled the Greek students (questionnaire) 2) met with classes 3) met with students individually in the library 4) interest inventory 5) collected names for summer internships	E.S.L.; native-language classes; business courses ("on a limited basis")	books, pamphlets, questionnaires	Career counseling workshop for 50 parents

APPENDIX B

PROJECT BABS

INTERN EVALUATION FORM

NAME: _____ *TERM ENDING:* _____
last first

SCHOOL: _____ *GRADE:* _____

JOB TITLE: _____ *ORGANIZATION ASSIGNED:* _____

ORGANIZATION'S ADDRESS: _____ *TEL.#* _____

Please rate the categories listed below according to the following scale:

5 = Exceptional
4 = Above Average
3 = Average
2 = Below Average
1 = Failing

ATTITUDES		*PERFORMANCE*	
1. Attendance	_____	7. Quality of Work	_____
2. Punctuality	_____	8. Ability to follow Instructions	_____
3. Reliability	_____	9. Initiate	_____
4. Interpersonal Relations	_____	10. Observance of Rules	
5. Interest in Job	_____	and Regulations	_____
6. Appearance (neatness)	_____	11. Growth on the Job	_____
TOTAL ALL CATEGORIES	_____		

COMMENTS : _____

_____

_____ _____
Supervisor's Signature *Title*

_____ _____
Student's Signature *Date*

PROJECT BABS

TABLE FOR INTERPRETATION OF STUDENT EVALUATION

Total of "11" Items on Evaluation	Student's Mark
60	100
58 - 59	98
56 - 57	96
54 - 55	94
52 - 53	92
50 - 51	90
47 - 49	85
44 - 46	80
40 - 43	75
38 - 39	70
34 - 35	65
29 - 33	60
25 - 28	55
20 - 24	50

PROJECT BABS

AFTER SCHOOL/SUMMER INTERNSHIP AGREEMENT

D R A F T

Limited English Proficient (LEP) students participating in Project BABS After School/Summer Internship are responsible for knowing and following the regulations listed below:

1. *Final selection of interns will be based on the criteria established by the employing organization. Students selected for the Project BABS After School/Summer Internship must have a background in business skills such as typing, computers, word processing, bookkeeping, some fluency in English (Intermediate ESL) and their native language.*
2. *Satisfactory school records, attendance, and punctuality will be taken into consideration.*
3. *Students must be residents or American citizen.*
4. *Students in the after school internship will follow the regular school schedule and work with a participating organization on a part-time basis for a minimum of_____ hours and for_____weeks per term.*
5. *Students participating in the summer internship will work with business/ social/ health organizations during the summer for a total of _____hours, for _____weeks.*
6. *Students less than 18 years of age must obtain employment certificates (working papers) and social security card prior to employment. All requirements of the Federal, State, and City regulations regarding the employment of minors will be observed.*
7. *Students will obtain full school elective or business credit per term for supervised work experience. To obtain the school credit the student must work a minimum of 10 to 15 hours per week for 6 weeks, or _____hours per term, and must be rated satisfactory by the working supervisor.*

8. Jobs will be pre-determined mutually by students, school personnel, and BABS internship advisors through job descriptions provided by the employing organizations.

9. Students must keep a daily log describing everyday's job activities.

10. Supervisors at the job site will make weekly annotations on the student's progress. Project BABS internship advisor will monitor the student's activities at the work site and he/she will work closely with supervisors. Employers will formally rate students at the end of the internship period based upon the student's job performance. This rating will serve as a basis for the student's grade in the work experience or the academic/elective course(s), and will become part of the student's permanent school record.

11. Students must notify the supervisor by telephone, either the previous day or before the start of the work day, if he/she expects to be absent or late to work.

12. Students must maintain a satisfactory school record and job record to remain as an intern. Students must have good attendance and be punctual. No cutting of classes is allowed. A student may not go to work on a day that he/she is absent from school. He/she may not be absent or late more than two times during the internship period.

13. Students must consult either the school counselor, the assistant principal, or the internship advisor of Project BABS when a problem arises on the job or before he/she considers resigning.

14. Students should expect a periodic visit at the job site from the Project BABS internship advisor.

I have read and shall abide by the regulation above.

_____	_____
SCHOOL	PARENT'S SIGNATURE
_____	_____
DATE	STUDENT'S SIGNATURE

APPENDIX C

OFFICE OF BILINGUAL EDUCATION
CENTER FOR STAFF DEVELOPMENT, SUPPORTIVE & INSTRUCTIONAL SERVICES
BILINGUAL ACADEMIC AND BUSINESS SKILLS PROGRAM

STUDENT DATA CARD

School: _____ Date: _____

Name: _____ Male ☐ Female ☐
LAST NAME FIRST NAME

Home Address: _____ Birthdate: _____
APT. #

Mother's last name, first name: _____ Home Tel. # _____

Father's last name, first name: _____

Guardian's last name, first name (if applicable): _____

Language spoken at home: _____ Language spoken with friends _____

Sequence of Study: Academic _____ Business Skills _____
(Medicine, Engineering, Data Processing etc.) (Secretarial, Bookkeeping, Computers etc.)

Typing (words per minute): _____

OFFICE USE ONLY

Attendance			Test Scores	Job Placement		
	1st	2nd		After School		Summer
'81	_____	_____	CREST _____	'81	_____	_____	_____
'82	_____	_____	CTBS/CAT: _____	'82	_____	_____	_____
'83	_____	_____	LAS _____	'83	_____	_____	_____

STUDENT'S PROGRAM

	FALL '81	SPRING '82	FALL '82
1st Per.	_____	_____	_____
2nd "	_____	_____	_____
3rd "	_____	_____	_____
4th "	_____	_____	_____
5th "	_____	_____	_____
6th "	_____	_____	_____
7th "	_____	_____	_____
8th "	_____	_____	_____
9th "	_____	_____	_____
Home Room #	_____	_____	_____

	SPRING '83	FALL '83	SPRING '84
1st Per.	_____	_____	_____
2nd "	_____	_____	_____
3rd "	_____	_____	_____
4th "	_____	_____	_____
5th "	_____	_____	_____
6th "	_____	_____	_____
7th "	_____	_____	_____
8th "	_____	_____	_____
9th "	_____	_____	_____
Home Room #	_____	_____	_____

BUSINESS SKILLS PROGRAM
131 LIVINGSTON STREET, ROOM 510
BROOKLYN, NY 11201

Topics and Activities to be Developed for the School Year '82-83

I. Introductory Sessions

1. Orientation session to the program
2. Initial Self- Assessment
   a. Self- Concept
   b. Values Clarification
   c. Personality Characteristics/ Personal Style
   d. Motivational Patterns
   e. Occupational interests
   f. Personal Preferences

II. Where Have I Been?

   a. Personal/ Educational Background
   b. Work History/ Experience
   c. Key accomplishments/ Successes
   d. Peak experiences
   e. Significant life decisions
   f. Satisfying/ Dissatisfying experiences

III. Where am I now? What can I do?

   a. Analysis of current status in school and/or job.
   b. Behavioral demands
   c. Importance of various educational and/or job elements.
   d. Like/Dislikes
   e. Personal valued skills and abilities
   f. Special knowledge/capabilities
   g. Personal qualities
   h. Developmental needs

i. Sources of satisfaction/dissatisfaction

IV. Where Do I Want to Be?

a. Occupational daydreams/ ideal job description

b. Desired future accomplishments

c. Preferred Working Environment

d. Ideal Life Style

e. Personal Goals

V. What's out there?

a. Career Exploration

b. Career Clusters

c. Filmstrip, questionnaire, discussion field, trips etc.

VI. What's the next Step?

a. Identifying long range alternatives

b. Specifying short-range alternatives

c. Establishing career steps/ setting priorities

d. Contingency planning, i.e. What do I do if .....

VII. How do I get there?

a. Preparation of resumes/covers letters

b. Filling application forms

c. Job interview/Techniques for marketing yourself

d. Closing of interview/thank you letter

e. Self Evaluation/Self reassessment (qualifications, future goals and strategies).

Curricula Outline

Course Objectives: Through intensive written/oral work and reading exercises emphasizing conversation and phonetic stresses in ESL and native language classes the LEP students will acquire a familiarization of:

I The relationship between subject areas and careers in order to introduce and develop broader knowledge and competencies within the framework of the high school curricula.

II The terminology - through vocabulary, grammatical structures, dialogues and written exercises - of careers in business and health, the labor market, and the work place.

III Personal and career development through role-playing situations.

IV The economic system as it affects business corporations, public sector organizations, non-profit agencies, governmental bureaus and the employment opportunities for entry-level personnel.

V The multiplicity of public and private sector applications.

VI The preparation of "acceptable" resumes and fowarding letters.

VII The proper business attire for males and females for the interview and the work-place.

VIII Conducting a job-search-jobs do not go to the most qualified candidate; jobs go to the candidates who sell themselves.

IX On-the Job Deportment- the work ethic

X Coping / Survival skills

A) Educational services for adolescents and young adults

B) Health agencies

C) Immigration laws

D) Community resources

E) Cultural/recreational facilities of the "Big Apple"

F) Taking a wide array of educational/pre-employment tests

Recommended Texts:

Hacikyan, Jack A. and Marilyn Gil. Business in English, Regents Publishing Co., New York, 1972.

Hall, Eugene J. Practical Conversation in English, Regents Publishing Co., New York, 1972. (all levels)

Schmidt, Peggy J. Making It On Your First Job, Avon Books, New York, 1981.

Helping Students in Career Development, Bureau of Educational & Vocational Guidance, Board of Education, City of New York.

Career Development for Multicultural/Multilingual

*High School and Post Secondary Students - ***

Andreas Jorge Adams

*** As Seen by Corporate Human Resources Development Personnel*

Chapter I - Introduction

A) High unemployment among today's youth is due to high drop-out rates, poor communication and quantitative skills, and unfamiliarity with the world of work .

B) Competencies likely to be in demand by business and industry include problem-solving techniques, great degree of self-confidence, organizational skills, etc.

Chapter II The Employment Outlook

A) "Employment Outlook for 1990." The Chronicle of Higher Education Oct. 21, 1981, p.14.

B) "The Job Outlook in the 1980's "Occupational Outlook Handbook, 1980-81.

Chapter III Orienting Students to the World of Work

A) Learning the terminology of the work place

B) Familiarization with the relationship between academic subjects and different careers.

Chapter IV Decision Making and Self Awareness in Career Choices

A) Proceeds from vague objectives to clear goals

B) It is an on-going process

C) It involves self-discovery, using a counseling approach

Chapter V How to Find Employment

A) Utilizing various publications

B) Looking at want-ads of newspapers

C) Private employment agencies

D) Civil service examinations

E) N.Y.S. Dept. of Labor

Chapter VI Applications and Resumes

A) Properly filling out applications

B) Preparing a resume with a covering letter

Chapter VII The Job Interview

- *A) What are employers looking for?*
- *B) "Do's" and "Don'ts"*
- *C) Types of questions to expect from the interviewer*
- *D) Preparing a post-interview letter*

Chapter VIII Proper Attire for Interview and Work Place

- *A) For males*
- *B) For females*

Chapter IX Job/Career Familiarization

- *A) Publications at libraries*
- *B) Professional associations*

Chapter X Where and How to Acquire Job Experience

- *A) Internships*
- *B) Co-operative job experiences*
- *C) Part-time employment*

Chapter XI Where and How to Acquire Post-Secondary Training & Education

- *A) Board of Education sponsored programs*
- *B) Private vocational schools*
- *C) Prestigious business schools such as Katharine Gibbs, etc*
- *D) Two and four year schools of CUNY and SUNY*
- *E) Private colleges and universities*

Chapter XII Where and How to Obtain Financial Assistance

- *A)*
- *B) Scholarships*
- *C) Pell grants*
- *D) Tuition aid provided by major organizations to selected employees.*

OFFICE OF BILINGUAL EDUCATION
AWILDA ORTA
DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES

APPENDIX E

BILINGUAL ACADEMIC AND BUSINESS SKILLS PROGRAM

FLORENCE H. PU-FOLKES
PROJECT DIRECTOR

September 30, 1982

Resource Books distributed to Assistant Principals

	Book Title/Author	*Company*
1.	*Learn Your Way*	*Education & Job Information Center Brooklyn Public Library*
2.	*Job Hunting*	*Education & Job Information Center Brooklyn Public Library*
3.	*Business Letter Handbook Span./Eng.*	*Regents Publishing Company*
4.	*Training Manuals*	*Gregg Office Job Training Program*
	a. File Clerk *b. Clerk Typist* *c. Order Clerk* (and resource materials booklet) *d. Accounts Receivable Clerk*	
5.	*Business English Essentials* *Henderson Vailes*	*McGraw Hill Book Company*
6.	*Principios de Comercio con Fundamentos Matematicos*	*South Western Publishing Co.*
7.	*Manual de Referencia para la Oficina* *Eva S. De Garcia Diaz*	*South Western Publishing Co.*
8.	*Business English/30* *C.B. Kish*	*Library of Congress*
9.	*Strategies for Reading*	*Allyn and Bacon, Inc.*
10.	*Orientation in Business English III*	*Institute of Modern Languages*
11.	*Exploring Careers* *a. Clerical* *d. Business* *b. Data processing* *c. Secretarial*	*South Western Publishing Co.*
12.	*Mecanografia*	*Regents Publishing Co.*

131 LIVINGSTON STREET • ROOM 510 • BROOKLYN, NEW YORK 11201 • 855-7723/24

13.	*Correspondencia Comercial Fondo y Forma*	*South Western Publishing Co.*
14.	*Su Negocio*	*Depto. de Comercio del Estado de Nueva York*
15.	*Dictionary of Occupational Titles*	
16.	*Exploring Careers*	

AWILDA ORTA
DIRECTOR

APPENDIX F

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES

BILINGUAL ACADEMIC AND BUSINESS SKILLS PROGRAM

FLORENCE H. PU-FOLKES
PROJECT DIRECTOR

LIST OF CORPORATIONS

NAME OF CORPORATION	CONTACT PERSON	PHONE #
CHEMICAL BANK 277 Park Avenue New York, NY 10172	Ms. Marjorie Seeberan Assistant Vice President	310-6050
THE EQUITABLE LIFE ASSURANCE SOCIETY OF THE UNITED STATES 1285 Avenue of the Americas New York, NY 10019	Ms. Carmen De Jesus Rodriguez Special Employment Coordinator Human Resources Department	554-4095
AMERICAN LUNG ASSOCIATION 1740 Broadway New York, NY 10019	Ms. Darby Ortolano Associate Director Personnel	245-8000
MONTEFIORE HOSPITAL AND MEDICAL CENTER 111 East 210th Street Bronx, NY 10467	Mr. Robert Husby (Data Processing)	920-4643
NEW YORK PORT AUTHORITY One World Trade Center 70th Floor New York, NY 10048	Ms. Debra S. Cohen Equal Opportunity Representative	466-7000
COMMONWEALTH OF PUERTO RICO 1290 Avenue of the Americas 35th Floor New York, NY 10104	Carmen Martinez Victor Medina	
GOYA FOODS INC. 100 Seaview Dr. Brooklyn, NY	Mr. Victor Mangual	499-4000
BUSTELO Bronx, NY	Mr. Rubio	
IBERIA FOODS INC. 60 Snediker Avenue Brooklyn, NY	Mr. Jesus Garcia	346-5300 346-7500
BANCO DE PONCE	Mr. Pepe Torres	
BANCO POPULAR	Mr. Molina	

cont'd.....

NAME OF CORPORATION	CONTACT PERSON	PHONE #
BRONX LEBANON HOSPITAL	Ms. Gail Stewart Ms. Reama Sessler	588-7000 X576
CITY HOSPITAL AT ELMHURST	Ms. Emily S. Guttchen	830-1271
AMERICAN MANAGEMENT ASSC.	Ms. Marshan Mason	586-8100
CITY BANK	Ms. Barbara Conley	559-6388
MANHATTAN COMMUNITY COLLEGE	Alejandro Vasquez	262-3511 252-5614